DOCUMENT RESUME

ED 439 712 IR 057 806

AUTHOR	Borgman, Christine L.
TITLE	A Field in Transition: Proposal To Change the Name of the Department of Library and Information Science to the Department of Information Studies.
INSTITUTION	California Univ., Los Angeles. Dept. of Library and Information Science.
PUB DATE	1997-09-02
NOTE	17p.
PUB TYPE	Opinion Papers (120)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Educational Administration; Educational Change; Educational Development; Graduate Study; Higher Education; *Information Science; *Library Science; Program Development
IDENTIFIERS	*Information Studies; *University of California Los Angeles

ABSTRACT

The University of California, Los Angeles (UCLA) has taken advantage of a unique and timely opportunity to build on core strengths in information studies and on complementary strengths elsewhere in the Graduate School of Education and Information Science (GSE&IS) and on campus to achieve an academic program that lies at the intellectual core of the information-centered university of the 21st century. This document represents a proposal to change the name of the Department of Library and Information Science to the Department of Information Studies. The proposal is divided into the following sections: statement of vision for the Department of Information Studies; introduction; transition from Library and Information Science to Information Studies; job market for Information Studies graduates with Master's and Ph.D. Degrees; research and development opportunities; Information Studies programs in other universities and at UCLA; and a summary. (AEF)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 439 712

A FIELD IN TRANSITION:

PROPOSAL TO CHANGE THE NAME OF

THE DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

TO

THE DEPARTMENT OF INFORMATION STUDIES

Christine L. Borgman, Professor & Chair (1995-1997)
Department of Library and Information Science
Graduate School of Education & Information Studies
University of California, Los Angeles

M.V. Cloonan

2A

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

September 2, 1997

CONTENTS

VISION FOR THE DEPARTMENT OF INFORMATION STUDIES 2

INTRODUCTION 3

A DISCIPLINE IN TRANSITION AT UCLA:
FROM LIBRARY AND INFORMATION SCIENCE TO INFORMATION STUDIES 5
- Creating a New School 5
- The Restructuring Process 6
- Reinvesting in Information Studies 6

MARKET FOR INFORMATION STUDIES GRADUATES 7
- Job Market for Information Studies Graduates with the Master's Degree 7
  - Libraries 8
  - Other Economic Sectors 8
- Job Market for Information Studies Graduates with the PhD Degree 9

RESEARCH AND DEVELOPMENT OPPORTUNITIES 9

INFORMATION STUDIES PROGRAMS 10
- Information Studies Programs in American Research Universities 10
- Information Studies Programs In California 11
- Information Studies at UCLA 12
  - Faculty 12
  - Instruction 13
  - Internships 13
  - Recruitment and Placement 14
  - Alumni 14
  - Research and Development 15

SUMMARY 15

REFERENCES 16

IR057806

BEST COPY AVAILABLE

VISION FOR THE DEPARTMENT OF INFORMATION STUDIES

The Department of Information Studies is a dynamic and purposeful agent in exploring, defining, and promoting the powerful intersections between information, education, and technology in a pluralistic society. The Department promotes the use of information and information technology in all its manifestations to empower and enfranchise, and thus serve as a positive force for knowledge development and life-long learning in society.

The Department articulates the human meaning and value of these intersections through its commitment to:

- the human-centered design of information systems and services across the fullest range of communities, cultures, disciplines, and literacies;
- the preservation, documentation, and use of cultural heritage in the digital age; and
- the framing of an ongoing policy dialog related to the social and intellectual implications of an information society.

In modeling excellence, leadership, innovation, entrepreneurship, and interdisciplinarity in all of its research, teaching, and service activities, the Department embraces its unique role and responsibilities to demonstrate the enduring relevance of information studies to the emerging global information society.

INTRODUCTION

The Department of Library and Information Science is emerging a four year transition period, beginning with the Professional Schools Restructuring Initiative (PSRI) in June, 1993, that proposed terminating both the masters and doctoral programs, and ending with the 1997-98 budget that reinvests a substantial portion of the PSRI savings in sustaining and growing these and other academic programs and expands the Department with two new faculty lines. In between, we merged the Graduate School of Library and Information Science with the Graduate School of Education to form the Graduate School of Education & Information Studies, revitalized the curricula of both degree programs, received approval from Graduate Division for substantial changes in the doctoral program, completed a two-year external reaccreditation process of the master's degree, submitted our report for our interim (three years post-merger) Graduate Council review, lost six faculty, hired three new faculty, and made offers to two other faculty candidates whom we hope to hire.

As part of this extensive process of review and reflection, we decided the time had come to change the name of the department to signify our broader scope and new directions. The new name, Department of Information Studies, was chosen to consolidate the merger -- the school name becomes a concatenation of the names of the two departments, Education and Information Studies -- and to indicate that our programs extend beyond the bounds of library and information science. Already we are incorporating archives and records management courses in our curricula, each of which have professional societies and constituencies other than library and information science, and are moving into museum studies and other areas of knowledge management as well. Our choices were to adopt a more generic departmental name, enabling us to move quickly into new areas without disenfranchising our current constituencies, or to extend the department name to list multiple constituencies now being served.

Programs in library and information science began generalizing or extending their names in the early 1970s, beginning with the School of Information Studies at Syracuse University. The most generic choice of name is the School of Information at the University of Michigan, changed in the mid-1990s. Others have adopted names such as "information science" or "information science and technology." These programs typically specialize at the master's level either by offering multiple degrees (e.g., MLIS, MA, MS, MI, MIS) or by offering a single degree (e.g., MA or MS) with specializations or focus areas (e.g., library and information services, archival science, human-computer interaction, telecommunications, information management). Doctoral-granting programs usually offer the PhD, although a few offer a Doctor of Library Science (DLS) or other field-named doctorates.

The alternative approach is to extend the name of the school or department to include multiple fields, such as the School of Communication, Information, and Library Studies (SCILS) at Rutgers, or the School of Information, Library, and Archival Studies (SILAS) at the University of New South Wales.

We feel that the generic department title, information studies, offers more flexibility in the present and future, avoiding the "alphabet soup" problem of changing the name whenever substantial change occurs in the field. The UCLA program last changed its name in 1973, from the School of Library Service to the Graduate School of Library and Information Science. Nearly 25 years has elapsed since we last addressed the name of the program, and the field has been radically transformed in that time frame.

As the Department of Information Studies in the Graduate School of Education & Information Studies, we can draw students from a broad array of backgrounds and place them in a broad array of professional and research positions. The name change will make us more competitive in reaching new audiences and in placing our graduates in a rapidly expanding job market. At the same time, we can continue to serve our traditional core market of libraries by offering an American Library Association (ALA) accredited masters' degree. We have just completed our review and our degree is accredited through 2004, at which time we expect to renew it. The ALA strongly endorsed our strategic vision, which included the proposal to adopt the name Department of Information Studies. Our masters curriculum also reflects the guidelines of the Society of American Archivists (SAA), and the involvement of one of our faculty members who serves on their board of directors. We will consider the need for accreditation or endorsement by other bodies in the future, as appropriate.

We chose to separate the name change decision from further decisions on the structure of the master's degree program(s). We feel that the name change is urgently needed to signify the department's new directions, for use in recruiting and placement, and for use in the UCLA campaign. In restructuring the master's curriculum and combination of degrees and specializations, we wish to allow sufficient time for deliberation and consultation with our stakeholders -- alumni, current employers, prospective students and employers, professional associations, and other departments at UCLA. Options currently under consideration include maintaining the MLIS as a sole master's degree; renaming the MLIS to MA or MS with specializations or focus areas, one of which would be library and information science (or service or studies); or offering an MLIS and one or more other master's degrees, with various combinations of specializations or focus areas. We have just completed a restructuring of the PhD degree; 1997-98 is the trial year for new courses and requirements. The doctoral degree would become the PhD in Information Studies, rather than the PhD in Library and Information Science.

The decision to change the name of the Department was not taken lightly, and reflects several years of discussion by the faculty and students, in consultation with the dean, with alumni, and with colleagues elsewhere at UCLA and in the field. One of the key documents in these discussions, as well as in the accreditation process, Graduate Council review, and budget request, is a Vision Statement submitted to Executive Vice Chancellor Charles Kennel in February, 1997. The Vision Statement sets the name change in the context of the transition of the field. The remainder of this document is an edited version of the Vision Statement, updated to address developments since February and to justify further why the name change is needed and why we need it now.

A DISCIPLINE IN TRANSITION AT UCLA:
FROM LIBRARY AND INFORMATION SCIENCE TO INFORMATION STUDIES

The rapid advances in information and communications technology and the exponential growth of information resources in digital form offer a vast array of opportunities for rethinking the ways that knowledge work is conducted in all sectors of society. Distributed information systems allow us to rethink time and space relationships between teachers and learners, enabling them to interact with multimedia materials not only in classrooms and libraries, but in dorms, offices, laboratories, and homes around the world. Scholars from multiple disciplines can share massive datasets, each capturing subsets of particular interest and manipulating the data to address their own research questions. Global corporations can capture the intellectual assets of their businesses as they are created, share them among workers at distributed locations, and reuse these resources later for other purposes. Cultural institutions can digitize images of rare or unique objects, making them widely available to mass audiences in ways never before possible.

Great opportunities bring great challenges, however. Teaching methods designed for same-time, same-place instruction do not transfer well to distance-independent learning. What methods of instruction, and what forms of information resources are appropriate for alternative models of access to education? While scholars from many disciplines need access to the same large volumes of geospatial, environmental, health, census, and other data, each discipline has its own specialized language, requirements, methods, and instrumentation for doing so. How can we build large, distributed information systems that satisfy critical interoperability requirements while being tailored to many different communities of users? Capturing and managing intellectual assets is difficult even when the applications are well-specified. How can we manage these assets so they can be reused later for unanticipated purposes, by unanticipated communities of users? Finding textual information is difficult because of the many ways in which ideas are described and represented. How can we describe and represent sounds, images, and other signs and symbols in ways that people from many languages and cultures can identify and use them? How can we build the array of tools necessary for people to seek, use, and create knowledge in globally-distributed systems? How can we best educate children in the literacy and critical thinking skills they will need to thrive in this environment? What are the roles of information-centered institutions such as universities, schools, libraries, and museums in this new environment? Who has access to what information, at what price, for what purposes, and who decides? And how will we educate a new generation of scholars and practitioners to address these challenges?

Creating a New School

With the establishment of the Graduate School of Education and Information Studies in 1994, UCLA took a unique approach to assembling a faculty that could address these and many other critical research and practical challenges of the information age. The merger plan, entitled "Continuing Excellence and New Synergy," had several goals:

- Maintain the excellence of the Education and the Library and Information Science programs, each of which is among the top-five rated schools or departments in their respective fields.
- Strengthen the information science and technology aspects of the library and information science program, especially at the doctoral level.
- Develop new synergies in complementary areas in degree programs and research efforts, not only between LIS and Education, but between these programs and others at UCLA.

- Save funds by combining the administrative structures of two independent graduate professional schools.

The new School has been remarkably successful in addressing these goals. We have achieved the scheduled savings to date, enhanced the information science and technology aspects of the LIS programs, are achieving the predicted growth of the information science doctoral program, and are developing synergies between the departments with joint doctoral degree requirements, co-taught courses, and new research grants with co-investigators from the two departments. We completed the reaccreditation of the master's degree, submitted our report for our Graduate Council review, and received approval from Graduate Division on substantial revisions to the doctoral program. Work toward a joint undergraduate degree program is also underway.

We are now well-positioned to address the challenge that Chancellor Young presented to GSE&IS in his vision statement for 1997 and beyond (Young, 1996, p. 6), "to become the recognized leader in the nation, based on its existing strengths and on its unique combination of education and information sciences." To do so, the School must maintain its excellence and international recognition in each of its two fields, while continuing to develop new synergies, not only within the School, but with other complementary disciplines at UCLA. Synergy comes from individual strength, and each of these programs must be strong to continue to attract top faculty, graduate students, research funds, and philanthropy.

The Restructuring Process

Under the PSRI and merger, the School took substantial budget cuts in all areas, with a disproportionately deep cut to the library and information science (LIS) programs. DLIS took annual budget cuts from 1994-95 through 1997-98, for the largest reduction of any program affected by the PSRI. We lost two faculty lines plus the dean's line, the majority of our staff, and a substantial part of our operating budget. To do so, we reduced our master's program enrollment by one-third, while increasing the size of the doctoral program.

We were reduced in size to our core strengths, which include teaching and research in areas such as information-related behavior, digital libraries and archives, multimedia databases, organization of knowledge, and information policy, and the information needs of children and culturally-diverse populations in a digital world.

Reinvesting in Information Studies

In our budget request, we argued that the success of UCLA's plans for new media and information technology -- and the UC-wide initiatives in information technology and learning -- depend upon a strong core program in information studies with bridges to the many other related programs, institutes, and research centers on campus. In turn, strong academic programs in information studies can provide the intellectual direction for UCLA's strategic planning for academic programs and for the information technology infrastructure of the campus.

The UCLA administration took advantage of the unique and timely opportunity to build on core strengths in information studies and on complementary strengths elsewhere in GSE&IS and on campus, to achieve an academic program that lies at the intellectual core of the information-centered university of the 21st century. The university reinvested a portion of the PSRI savings, beginning with the 1997-98 budget. We gained the two faculty lines necessary to sustain current programs

and to take advantage of new opportunities, and received an increase in operating expenses to bring us to a sustainable level above that of the terminal PSRI budget (but well below that of the GSLIS). As a result, UCLA now has an information studies program that is competitive with much larger programs in the U.S. and that will serve a convening role in bringing together some of the disparate but complementary interests at UCLA in information technology, information-related behavior, and information policy. By doing so under the innovative administrative structure that created the GSE&IS, much of the PSRI savings are realized as well. The additional faculty lines will assure our accreditation as well, for the reaccreditation was granted for 1997 to 2004 conditional upon gaining sufficient faculty lines to sustain critical mass for the programs.

The department now has a thriving doctoral program that builds upon LIS faculty strengths, upon research methods and other related courses in Education, and includes cognates in an array of other disciplines from across campus. The research-based masters program continues to innovate in instructional methods for the information-centered university, employing the wired multi-media classrooms and laboratories in its custom-designed building to educate a new generation of information professionals and scholars.

With the additional faculty and staff support now available to achieve critical mass in these research and teaching areas, the Department is pursuing and evaluating several options for new programs. One attractive option is to mount a small, alternatively-scheduled degree program focused on information technology, leveraged from the professional masters program. We also are exploring the option of mounting a leading-edge undergraduate program in information science, technology, and policy offered jointly by the two departments (Education and Information Studies). Either of these options will make GSE&IS even better positioned to obtain the substantial research funding becoming available in information science and technology such as learning and intelligent systems, distributed digital libraries, medical and legal informatics, scientific and technical data management, and other aspects of knowledge and distributed intelligence.

MARKET FOR INFORMATION STUDIES GRADUATES

We offer a professional master's degree, which is a terminal degree for most graduates, and the PhD. The PhD is a research degree and under the new program recently approved by Graduate Division, does not require the professional master's degree. As instructed by Graduate Division in an earlier review, we have now articulated the two degrees more distinctly, and are distinguishing our recruitment and placement strategies accordingly.

Job Market for Information Studies Graduates with the Master's Degree

As the public becomes more aware of the tremendous potential of information technology, as well as the associated policy challenges, the character of the student body of these programs has changed, expanding to draw students from a wider array of disciplines. More students come from technical backgrounds, and more men are entering programs long dominated by women, according to the New York Times (Murphy, 1997).

The number of master's degrees granted in information studies has increased 46% in ten years (Dalrymple, 1997), and salaries are increasing (Murphy, 1997). The workforce has a shortage of professionals with skills in information technology, especially network technology and multimedia, according to regular reports in business journals. We expect that in the next ten years, demand for information studies professionals will continue to increase, and that an increasing

proportion of these graduates will work in sectors other than library institutions. All economic sectors are seeking information professionals who are boundary spanners and innovators.

The question is whose graduates will fill those jobs? Some will go to people educated in management, others in computer science, others in communication, and yet others from those educated in the problem domains, such as law, medicine, or the sciences or the arts. Graduates of information studies programs, with appropriately designed curricula, will have the strongest mix of skills in technology and behavior. By generalizing the name of the department, and offering an attractive choice of specializations, we feel that we can attract students from a broader array of backgrounds and place them a broader array of positions. By maintaining our American Library Association accreditation of the master's degree, however, we can continue to serve our core market of libraries while expanding into new areas.

Two market sectors exist for information studies graduates with the professional master's degree: (1) libraries, which are evolving at least as rapidly as are universities and schools to meet the changing demands of a post-modern information society (Books, Bricks, & Bytes, 1996); and (2) business, government, and public institutions, which require new professionals to create and manage information resources in all media.

Libraries

Academic and research libraries, such as those in the University of California, are at the forefront in creating new information infrastructures for their campuses, and they need professionals who understand not only information technology and policy, but how human needs vary in the wide array of subject domains to be served. Academic libraries are using the power of information technology to shift their emphasis from acquiring materials on site to providing access to materials anywhere in the world. Public libraries are reinventing themselves across America. In the past five years, major new library buildings have been constructed in Cleveland, Denver, New York, Phoenix, and San Antonio, as well as in Los Angeles and San Francisco. These new facilities showcase the future of libraries. Within their walls, people have digital access to vast databases of information and print collections all over the world, as well as to the familiar books that libraries traditionally have housed. Susan Goldberg Kent, Los Angeles City Librarian, describes the Virtual Libraries being installed in branches throughout the city as "libraries without walls within the walls of the library." Librarians are expanding their educational role, teaching information seekers from preschool through adulthood how to use new technologies to meet their information needs.

Special libraries in business, law firms, health-care delivery institutions, museums, and other sectors are hiring information studies graduates into positions with new titles such as "technical information analyst," "information technology coordinator," or "metadata specialist." These people play key roles in digital data management in their parent organizations.

Other Economic Sectors

Information management, whether performed inside or outside an organization that calls itself a library, is a major growth industry. An increasing proportion of information studies graduates are finding new, and often higher-paying, professional positions in institutions or internal services other than libraries. Information studies graduates are building and managing digital archives, expanding corporate technical libraries into information centers that manage all manner of records

and resources, designing intranet services, and are managing information policies. Many new, unanticipated professional positions are being offered to graduates, especially in the knowledge and entertainment industries.

Job Market for Information Studies Graduates with the PhD Degree

At the doctoral level, job opportunities are expanding as well. PhDs with multi-disciplinary backgrounds and strong technology skills are in the greatest demand. These graduates are finding positions not only in information studies programs, but in related disciplines, in industrial research and development, and in policy organizations. About 30 open faculty positions in information studies at major research universities were advertised for 1997-98 or are expected to be advertised in the next two years. These include two at Berkeley, which has up to six more lines to fill in the new school, two at Michigan, which has up to ten more lines to fill, one at Illinois, which has up to six lines to fill, two at North Carolina, and one at Indiana. Washington and Texas are expected to hire several faculty after their deanships are filled. As many as half of these appear to be new positions from expanded programs; they represent a mix of junior and senior posts. Harvard and Stanford both are recruiting for new centers in information technology and learning, which are expected to grow substantially over the next five to ten years. Stanford alone may devote 30 faculty lines to this area, drawn from programs across campus.

Doctoral programs have expanded more slowly than master's programs, as only 24 of the 56 accredited schools in North America grant doctorates, and these tend to be the larger schools at the research universities. Already the demand for technologically-sophisticated information studies doctorates is exceeding the supply.

RESEARCH AND DEVELOPMENT OPPORTUNITIES

The amount of research funding has increased for all aspects of information studies, to address multi-disciplinary problems such as the human-centered design of information systems and services, information needs of multi-cultural populations, management of information resources -- whether business assets or cultural heritage -- and economic policies for the Global Information Infrastructure. The Digital Libraries Initiative, a 4-year funding program of NSF, NASA, and ARPA, is part of a federal "grand challenge" project. Three of the six grants under this program included information studies programs as partners (UC Berkeley, University of Michigan, and University of Illinois). The call for proposals for the next Digital Libraries Initiative ("DLI2" is the working title) are being drafted now, for circulation in fall, 1997.

Expanding sources of research funding in information studies include federal sources such as the National Science Foundation (NSF), National Aeronautics and Space Administration (NASA), Advanced Research Projects Agency (ARPA), and the National Endowment for the Humanities (NEH), and private foundations such as Kellogg, Rockefeller, and Soros, as well as a wide range of university-industry partnerships. The next NSF information science initiative following the digital libraries efforts is expected to provide a base level of federal funding between $30 million and $90 million over five years, and other information and knowledge work initiatives are expected. NSF is now developing the call for proposals for a new initiative in "knowledge and distributed intelligence," with expected funding of about $56 million. This call is expected to be circulated in the fall of 1997, with proposals due in spring, 1998. Several DLIS faculty are frequent reviewers of grant proposals for these agencies and some participate in research agenda workshops or other policy fora.

INFORMATION STUDIES PROGRAMS

We provide a brief overview of information studies programs as background for why and how programs are evolving, expanding, and new programs are being created. The change in name of programs such as ours is the result of a long evolutionary process that has speeded up in recent years. We introduce programs in American research universities, programs in California and the relationships between them, and then set the UCLA program in this context.

Information Studies Programs in American Research Universities

Information studies is a new, problem-based meta-discipline emerging at the junction of several traditional academic disciplines and professions to address a wide range of theoretical and practical issues that are critical to shaping the information society of the next century. The cornerstones of this field are (1) information technology -- techniques for selecting, collecting, organizing, preserving, conserving, and accessing information in all media, by all communication channels; (2) information-related behavior -- the processes of seeking, using, and creating the artifacts of human communication, and how these processes are learned; and (3) information policy -- the complex social and institutional issues around the control, access, and ownership of information.

The transition from library and information science to information studies is taking place on a continuum from the management of print materials to the management of digital materials, from servicing the information-seeking behavior of individual library users to supporting the seeking, creating, and using of information by individuals and groups in distributed environments, and from local policies on access to information to international policies of the Global Information Infrastructure. Library and information science programs have been successful in maintaining a core of the library market -- albeit a rapidly changing market -- while expanding their scope, by "holding the center" of education in the practices, ethics, and values of library and information science and adding complementary courses and faculty around that core (Marcum, 1997).

While some universities cited the highly visible closing of several library and information science programs in the 1980s as a downturn in the field, other research universities recognized the potential for broad-based information studies programs. Foundations and government funding agencies recognized the potential as well. The Kellogg Foundation made a $4.5 million grant to the University of Michigan and smaller grants to Drexel University, the University of Illinois, and Florida State University for the purpose of transforming library and information science curricula into comprehensive information studies curricula (Marcum, 1997). In the process, the University of Michigan re-established itself as the School of Information, doubling its faculty and student body in about 5 years, bringing in at least $13 million in grants, including two large grants from the Kellogg Foundation and one of the six $4 million, 4-year Digital Libraries Initiative grants funded by NSF, NASA, and ARPA. The University of Illinois GSLIS has received a 70% increase in state funding, adding about 6 new faculty lines, and gained a new building (Marcum, 1997); they also are a partner in one of the Digital Libraries Initiative grants. The University of Texas has doubled its enrollment in ten years, built state-of-the-art preservation and conservation laboratories, and is in the process of establishing a new master's degree in information policy.

Information Studies Programs In California

Three universities in California offer a master's degree that is accredited by the American Library Association and at least two other universities offer graduate programs that include strong components in information studies. The three ALA-accredited programs are the Department of Library and Information Science at UCLA, School of Information Management and Systems (SIMS) at UC-Berkeley (which was created upon the disestablishment of the Graduate School of Library and Information Studies), and the School of Library and Information Science at San Jose State University (SJSU). SIMS at UCB is enrolling its first class of students in the fall of 1997, offering both masters and doctoral degrees. UCB begins the ALA master's degree reaccreditation process in the 1997-98 academic year. SJSU offers only the ALA-accredited master's degree, but does so from San Jose, from CSU-Fullerton, and from several satellite campuses around California.

Two other UC campuses have programs with significant information studies components: Irvine and Santa Barbara. Information and Computer Science at Irvine is an interdisciplinary department combining computing, management, and the social studies of technology. They recently proposed a broader, campus-wide information studies program. UC-Santa Barbara is a partner in the NSF/ARPA/NASA Digital Libraries grant focusing on geographic information systems, involving faculty from computer science, geography, environmental sciences, and other programs. Faculty from the Digital Libraries project, along with faculty from engineering, social sciences, and humanities at UCSB formed a coalition to found a new School of Information on that campus[1].

In late 1996, faculty from these four UC information studies-related programs obtained a planning grant from the UC Office of the President to explore a coordinated information studies program across these campuses[2]. We hope to build upon the complementary strengths at the four campuses to offer joint courses, facilitate faculty exchanges, and facilitate doctoral students' access to faculty at multiple UC campuses. We are exploring means of coordinating courses by distance-independent learning methods as well. A "virtual information studies program" jointly offered by multiple UC campuses would provide many opportunities for interdisciplinary collaboration, as well as enhance our ability to recruit students from a wide range of backgrounds.

The faculty and administrators involved in creating these new programs see a greater demand for information professionals and scholars in California than can be met by the current programs at UCB and UCLA. By coordinating the programs across UC campuses, we build upon our great strengths while minimizing the duplication of effort within the UC system. Other universities in California offer programs with information studies components, such as Stanford and the University of Southern California, but none are as advanced in developing interdisciplinary partnerships as are those in UC.

---

[1]The UCSB School of Engineering funded a faculty working group drawn from 10 or so departments across the sciences, social sciences, humanities, and engineering. In December, 1996, they funded a one-day workshop to bring a dozen key players in information studies from around the U.S. to advise them on planning for a new school or program. Christine Borgman, then Chair of UCLA DLIS, was among the participants. The first report was issued in February, 1997, and planning efforts are continuing.

[2]The proposal was submitted by Hal Varian, Dean of SIMS at UCB, with Christine Borgman at UCLA, John King at UCI, and Terrence Smith at UCSB as co-investigators.

Information Studies at UCLA

Always a leader in information technology and information-related behavior, the Department has consolidated its strengths in these areas and added complementary expertise in digital archives and information policy since the merger. Students can specialize in various aspects of information technology, information-related behavior, or information policy at the doctoral and master's levels.

We feel that the time is right to adopt the name "Department of Information Studies" as part of a strategic campaign of repositioning, to assure that we take the best advantage of current opportunities to enhance our image while retaining our relationships with our current market and our alumni. The department is actively engaged in repositioning itself with respect to the library community, the expanding job market in other sectors, public and private funding agencies, and other programs at UCLA. The name change is integral to the image we wish to project to our stakeholders.

We briefly outline some aspects of the department and program that will be affected by the name change: faculty, instruction, and recruitment and placement.

Faculty

The faculty of the Department of Library and Information Science, co-extensive with the Graduate School of Library and Information Science (1958-1994), was ranked number one in the United States in scholarly productivity in the field during the period 1981-1992 (Budd & Seavey, 1996). We have experienced substantial change in the composition of our faculty since that study was completed. We lost several faculty at the time of merger and since have added new faculty who bring new strengths to the program.

We lost three faculty lines at the time of the merger in 1994: two senior faculty took VERIP retirements and the dean moved to an open faculty line, thus reducing the academic staff from 16 FTE plus the dean to 14 FTE including the department chair. Three other faculty resigned at the same time: an associate professor left to become head of another program, an assistant professor left to join another department (where she since has received tenure), and another assistant professor left to join a research and development enterprise in the information industry. With aggressive recruiting, we were able to hire three highly-productive faculty -- an assistant professor in 1994 and an assistant and an associate professor in 1995 -- resulting in 12 lines being filled. In 1996-97, we recruited for the 13th line, drawing an exceptionally strong candidate pool for a position in information technology. During that search, an assistant professor resigned to take a position elsewhere for family reasons (he and his wife found positions in the same city), and we were granted permission to make offers for two positions from the pool. At this writing, both offers are outstanding, one for an assistant and one for an associate professor. Each are exceptional candidates who will further increase our international visibility, if we are successful in hiring them.

We received two new faculty lines effective July 1, 1997, for a total of 16 FTE in the department. We have hired adjuncts and visitors for 1997-98 to cover teaching while we complete the searches for permanent faculty. We expect to search for one or more new faculty in 1997-98, depending upon the outcome of the 1996-97 searches. The candidate pool for the 1996-97 search included people with degrees and experience in many different disciplines, and we expect future searches to continue to draw a broad interdisciplinary mix of people to UCLA. We also are exploring joint appointments and other ways to enhance the links among related programs.

Instruction

The department is a leader in innovative, technology-based instruction. By the late 1970s, we required computer programming and statistics as entrance requirements and established computer labs to support the teaching of information retrieval and library automation. Information retrieval was a component of the core courses by the early 1980s, information networks by the mid-1980s, and students now build their own web pages and multimedia digital libraries in their first term in the program.

We devoted much of the period from 1989 to 1991 to designing a purpose-built home for the School, which opened on the north campus in 1991 with wired offices and classrooms and an instructional laboratory, which we continue to expand with resources from the university and from outside sources. In 1996-97, we renamed the instructional laboratory the "Multimedia and Instructional Technology Laboratory," reflecting the comprehensive mix of technologies and platforms that we support.

Information technology is integrated into almost every course in the curriculum, with students learning to use and create new information technologies, shaping them to the information needs and uses of various user communities. The courses in human-computer interaction that we have offered since 1983 draw students from computer science, education, management, law and other departments. Our new courses in multi-media design are drawing students from across campus; demand greatly exceeds our capacity for these courses. Demand for cyberspace law and policy courses continues to grow, and a new course in electronic publishing is scheduled for 1997-98. Our first distance-independent multi-media courses will be offered this year as well.

Internships

Internships are a key part of the master's program, taking advantage of the vast and diversity opportunities in Southern California. The Department oversees more than 250 individual sites from San Diego to Santa Barbara, and east to Redlands. While many are in libraries, they also include organizations such as Dreamworks, Infotrieve, Qualcomm (software development), Walt Disney Archive, AMGEN, ARCO, Boston Consulting Group, Cuadra & Associates, and RAND.

The Internship Program is a means of connecting and integrating theory taught in the classroom with the day-to-day realities of being an information professional, and often leads to job placement. The trends in the profession are also mirrored in the internship sites selected by the interns and the evolving experiences offered by the sites. While "traditional" information access and organization work continue to be desired by our interns, we are seeing an expansion in the activities and experiences offered at other sites.

Libraries rely on UCLA interns to bring them into the digital age by designing, developing, and evaluating Web sites. DreamWorks relied upon our interns to perform information systems evaluation and startup for their research library. TBWA Chiat Day Advertising interns access information, evaluate it, synthesize it, and package it for advertising professionals' use in marketing campaigns. The demand for our students as interns vastly outstrips the supply, and we are building new development partnerships with internship sites as well.

Recruitment and Placement

Our program draws exceptionally strong students who are competitive those in other graduate professional and disciplinary programs at research universities. Our current MLIS students have an average GRE score (math plus verbal) of 1170, while our doctoral students average 1350, for example. Graduates are quickly employed, often with multiple job offers, and with salaries increasing in proportion to their technical skills. The entertainment industry is becoming one of the most important employers of our graduates, as it recognizes that these professionals best understand the relationships between content, context, and multimedia technology.

The UCLA programs always have had high demand by excellent students and high placement rates, but there is now more demand for students and we have fewer resources with which to recruit in old and new markets. We have a steady flow of MLIS students, but the applicant pool is smaller than under the GSLIS. The pool for doctoral students is increasing, however, and we admitted the largest ever doctoral class for 1997-98.

We not expanding into new markets as quickly as we would like, especially at the master's level. We lost most of our staff for recruitment, placement, and other student administrative activities in the merger, dropping form 2.5 FTE to 0.67 FTE. The highest priorities for the increased operating funds the department received for 1997-98 are an information campaign to open new markets for recruitment and placement and increased staff capacity for these activities on a continuing basis.

Alumni

The GSLIS and the department always have had active and supportive alumni. They were instrumental in the campaign to retain the programs when they were threatened with closure under the PSRI in 1993. The alumni have continued to support us in the merged school, and our expanded development office has proven to be a great asset in enhancing our partnership. While the majority of our alumni are professional librarians working in libraries, given the history of the School and the predominance in numbers of masters over doctoral graduates, a growing number are working in other sectors.

Most of the alumni with whom we have discussed the prospect of this name change are supportive. Some, particularly older alumni or those who have not stayed in touch with the rapid changes in the field, are understandably apprehensive about a departmental name that does not include the word "library." For those who are concerned about the name change, we have found the following arguments to be most persuasive, also learning from the experience of the University of Michigan in adopting the name "School of Information."

- Libraries are facing new challenges and need a new generation of professionals with broader training than that provided by traditional library and information science programs.
- We will continue to offer a master's degree accredited by the American Library Association. The ALA endorsed these changes as part of our accreditation review.
- The number of jobs in information management, technology, and policy is increasing rapidly. It is to the advantage of our field if these jobs be filled by people with the values, ethics, and practices that come from library and information science than by people with other backgrounds.

We plan to work closely with our alumni in developing the information campaign and recruiting efforts for our new directions. We need their assistance in reaching our current market of libraries, as well as in identifying and reaching new markets.

Research and Development

We have devoted considerable energy since the merger to expanding our research and development capacity. The critical mass of staff in these areas in the GSE&IS has been one of the greatest assets of the merger. We have increased our external funding through grants and are gaining corporate partners as well.

In 1996, 8 investigators from GSE&IS (6 from DLIS, 2 from Education) ran the UCLA-NSF Workshop on Social Aspects of Digital Libraries, which is a key part of the next phase of the Digital Libraries Initiative. Another new NSF grant in science archives for elementary science education was awarded recently, as well as smaller foundation grants; other proposals are under review. More faculty from the two departments are obtaining grants jointly, as evidence of the synergy of these programs. We have corporate relationships established or in the early development stages with an array of technology industry, entertainment industry, and museum partners.

SUMMARY

UCLA has taken advantage of a unique and timely opportunity to build on core strengths in information studies and on complementary strengths elsewhere in GSE&IS and on campus, to achieve an academic program that lies at the intellectual core of the information-centered university of the 21st century. As a new, problem-based multi-disciplinary field, information studies is an exemplar of the bridge-building between departments and schools, and between academic disciplines and professional schools, that are at the center of the Chancellor's vision for the future of UCLA. We need to implement the name change to the Department of Information Studies to signify our new directions to the larger community.

The Department will continue to educate professionals to work in libraries, while expanding into new markets for professionals in information management, technology, and policy. As the Department of Information Studies, we will be far better positioned to recruit graduate students from a broader array of backgrounds and to place them in a broader array of positions. We will be better positioned to obtain our share of the growing amount of funding available for interdisciplinary research in information studies.

In modeling excellence, leadership, innovation, entrepreneurship, and interdisciplinarity in all of its research, teaching, and service activities, the Department embraces its unique role and responsibilities to demonstrate the enduring relevance of information studies to the emerging global information society.

REFERENCES

Association for Library and Information Science Education (ALISE). (1996). Annual Statistical Report. Raleigh, NC: ALISE.

Books, Bricks, & Bytes. (1996). Special issue, Fall, 1996. Daedalus, Journal of the American Academy of Arts and Sciences, 125(5), 1-366.

Budd, J.M.; & Seavey, C.A. (1996). Productivity of U.S. library and information science faculty: The Hayes study revisited. Library Quarterly, 66(1), 1-20.

Dalrymple, P.W. (1997). The state of the schools. American Libraries, 27(1), 31-34.

Marcum, D.B. (1997). Transforming the curriculum; transforming the profession. American Libraries, 27(1), 35-38.

Murphy, K. (Jan 6, 1997). Moving from the card catalogue to the Internet. To control the information glut, librarians become more technologically-oriented. The New York Times.

Young, C.E. (1996). Chancellor's Vision Statement. Los Angeles: UCLA. November.